

St. Michael Catholic Primary and Nursery School

Early Career Teacher (ECT) Induction Policy



"I came so that you may have life, life in all its fullness" John 10:10

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

Policy Date	September 2026
Signed by Head Teacher	Mrs N Collins
Review Date	September 2027

1. Aims

The school aims to:

- Deliver a high-quality induction programme that fully meets statutory requirements for Early Career Teachers (ECTs).
 - Ensure ECTs receive a structured programme of professional development aligned with the Early Career Framework (ECF).
 - Provide ECTs with a supportive environment in which to develop professionally and personally.
 - Promote confidence, reflective practice and continuous improvement.
 - Support ECT wellbeing and workload management.
 - Provide high-quality mentoring and coaching.
 - Enable ECTs to successfully demonstrate the Teachers' Standards by the end of their induction period.
 - Ensure all staff involved in induction understand and fulfil their responsibilities.
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2. Legislation and Statutory Guidance

This policy is based on:

- Statutory Guidance: Induction for Early Career Teachers (England).
- The Early Career Framework (ECF).
- The Teachers' Standards.
- The Education (Induction Arrangements for School Teachers) (England) Regulations.
- Keeping Children Safe in Education.
- Relevant Department for Education guidance.

The school works in partnership with its Appropriate Body and Teaching School Hub to ensure statutory induction requirements are met.

3. The ECT Induction Programme

The Early Career Framework underpins the induction programme and supports ECTs in developing and applying the knowledge, skills and behaviours required to become effective, confident and successful teachers.

Prior to an ECT beginning induction, the Headteacher and Appropriate Body must agree that the post is suitable for induction purposes.

The induction period will normally last for two academic years for a full-time ECT.

Part-time ECTs will complete an equivalent induction period on a pro-rata basis.

The school's Teaching School Hub and Appropriate Body will support the delivery, quality assurance and monitoring of the induction programme.

4. Entitlement of Early Career Teachers

Each ECT will:

- Be provided with a suitable post that enables them to demonstrate the Teachers' Standards.
- Receive an induction programme based on the Early Career Framework.
- Have a named induction tutor.
- Have a named mentor.
- Receive a reduced timetable in line with statutory guidance.
- Receive structured mentoring and coaching.
- Participate in professional reviews and formal assessments.
- Receive opportunities to observe experienced colleagues.
- Receive regular feedback on their teaching.
- Access professional development opportunities.
- Be provided with wellbeing support where required.
- Receive safeguarding induction and training.

ECTs should not:

- Be routinely expected to undertake additional responsibilities without appropriate support.
 - Be given unreasonable demands in relation to planning, teaching or administration.
 - Be routinely required to teach outside their age range or area of expertise without support.
 - Be given disproportionate behaviour or discipline challenges.
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5. Support for ECTs

The school will support ECTs through:

- High-quality mentoring.
- Regular meetings with mentors and induction tutors.
- Structured Early Career Framework training.
- Lesson observations and feedback.
- Opportunities to observe effective practice.
- Subject-specific and phase-specific support.
- Access to professional development.
- Coaching and reflective discussions.
- Safeguarding training and guidance.
- Wellbeing and workload support.

Professional reviews will take place regularly throughout the induction period to review progress, celebrate strengths and identify next steps.

6. Professional Development

The school is committed to supporting ECTs as developing professionals.

ECTs will engage with:

- The Early Career Framework programme.

- Professional reading and reflection.
- Curriculum development opportunities.
- Subject-specific CPD.
- Observation of effective practice.
- Coaching and mentoring.
- Collaborative professional dialogue.
- Whole-school professional development.

Professional development opportunities will support ECTs in developing expertise in:

- Teaching and learning.
- Curriculum knowledge.
- Assessment.
- Adaptive teaching.
- Inclusion.
- Behaviour management.
- Safeguarding.
- Professional responsibilities.

7. Assessment of ECT Performance

ECTs will undertake formal assessments in accordance with statutory guidance.

Assessment will be informed by:

- Professional reviews.
- Lesson observations.
- Work scrutiny.
- Professional discussion.

- Evidence of progress against the Teachers' Standards.

Formal assessment reports will be completed at the required assessment points and submitted to the Appropriate Body.

The Headteacher will make a recommendation to the Appropriate Body regarding whether the ECT has satisfactorily met the Teachers' Standards.

ECTs will have opportunities to comment on their assessment reports.

8. At-Risk Procedures

If concerns arise regarding an ECT's progress, additional support will be provided promptly.

This may include:

- Additional coaching and mentoring.
- Increased support from leaders.
- Additional observations and feedback.
- Clear action planning.
- Focused professional development.
- Frequent review meetings.

Areas requiring improvement will be clearly identified and appropriate support will be implemented to enable progress.

The Appropriate Body will be informed where required by statutory guidance.

9. Roles and Responsibilities

Early Career Teacher (ECT)

The ECT will:

- Engage fully with the induction programme.
- Participate in mentoring and coaching sessions.

- Attend professional development activities.
 - Gather and reflect upon evidence of progress.
 - Demonstrate progress against the Teachers' Standards.
 - Raise concerns promptly where support is required.
 - Maintain professional conduct and uphold safeguarding responsibilities.
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Headteacher

The Headteacher will:

- Ensure the ECT has a suitable induction post.
 - Ensure statutory requirements are met.
 - Appoint an induction tutor and mentor.
 - Ensure mentors and tutors are appropriately trained.
 - Monitor the quality of induction provision.
 - Ensure assessment processes are completed appropriately.
 - Promote ECT wellbeing and professional development.
 - Liaise with the Appropriate Body where necessary.
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Induction Tutor

The induction tutor will:

- Coordinate the induction programme.
- Conduct professional reviews.
- Complete formal assessments.
- Monitor progress against the Teachers' Standards.
- Provide guidance and support.

- Identify concerns and ensure support is provided promptly.
 - Maintain appropriate records.
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Induction Mentor

The induction mentor will:

- Meet regularly with the ECT.
 - Provide coaching and professional support.
 - Deliver mentoring sessions as required by the ECF.
 - Provide feedback and challenge.
 - Support professional development.
 - Identify strengths and areas for development.
 - Promote confidence and reflective practice.
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Governing Body

The Governing Body will:

- Ensure the school complies with statutory guidance.
 - Ensure appropriate support is available for ECTs.
 - Monitor induction arrangements.
 - Ensure sufficient resources are allocated.
 - Support the professional development of ECTs.
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10. Wellbeing

The school recognises the importance of supporting the wellbeing of Early Career Teachers.

ECTs will be encouraged to maintain a healthy work-life balance and seek support when needed.

The school is committed to:

- Promoting manageable workloads.
- Encouraging professional dialogue.
- Providing pastoral support.
- Supporting emotional wellbeing.
- Developing a culture of trust and professional growth.

Wellbeing concerns should be raised at the earliest opportunity so that appropriate support can be provided.

11. Safeguarding

Safeguarding is everyone's responsibility.

ECTs will receive safeguarding induction and training in line with school requirements.

ECTs are expected to:

- Read and understand Keeping Children Safe in Education.
- Follow the Child Protection and Safeguarding Policy.
- Report concerns promptly.
- Understand safeguarding procedures.
- Maintain professional boundaries and conduct.

Safeguarding responsibilities form a key component of the induction programme.

12. Monitoring Arrangements

The Headteacher and Deputy Headteacher will monitor the effectiveness of the induction programme through:

- Professional reviews.
- Formal assessments.

- Mentor meetings.
- Lesson observations.
- ECT feedback.
- Appropriate Body quality assurance processes.
- Professional discussions.

This policy will be reviewed annually or sooner if changes to legislation or statutory guidance require amendment.

13. Links with Other Policies

This policy should be read alongside:

- Appraisal Policy
 - Capability Policy
 - Grievance Policy
 - Child Protection and Safeguarding Policy
 - Behaviour Policy
 - Staff Code of Conduct
 - Curriculum Policy
 - Teaching and Learning Policy
 - Wellbeing Policy
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Through high-quality induction, professional development and support, St Michael Catholic Primary and Nursery School seeks to nurture confident, reflective and effective teachers who are equipped to make a positive difference to the lives of children and help them experience life in all its fullness.